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ABSTRACT

The paper's hypothesis is that higher education has universal value, but is seen as serving different primary purposes in different societies and political contexts. In Part I of the study, 18 professors from 12 countries were interviewed; the 12 countries were England, Spain, Yugoslavia, Soviet Union, Turkey, India, Malaysia, Philippines, China (PRC), Hong Kong, Taiwan, and Japan. In Part II, professors from Kuwait, Singapore, Malaysia, Hong Kong, England, Netherlands, and Saudi Arabia were interviewed. Findings are analyzed in terms of the academic structure of higher education, the purpose of systems of higher education, the role of professors in universities, the role of teaching, the concept of "good teaching," incentives and rewards for good teaching, teaching styles and interaction between professor and students, evaluation of learning, and faculty development. It is concluded that higher education has universal value, but teaching receives low priority in elite institutions around the world, where the norm suggests that students are privileged to attend. Universities with more open access, however, try to attract a broad range of students to higher education and attach increased importance to the quality of teaching to meet these goals. Includes 18 references. (JDD)

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THE CONCEPT OF GOOD TEACHING IN UNIVERSITIES AROUND THE WORLD

By Jeane Ballantine, Wright State University

and Edith W. King, University of Denver

A paper prepared for the American Educational Research Association Meetings, Boston, Massachusetts, April, 1990.

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HE 023 341

The Concept of Good Teaching in Universities Around the World

Part I

The Study of University Teaching Around the World

By Jeane Ballantine, Wright State University

{Portions of this paper appeared in **Teaching Sociology**, Volume 17 (July 1989)}.

In order to understand the context in which teaching takes place, I focused attention on several questions: What types of higher education systems exist around the world? What purpose is served by these systems? How do students gain entrance to the university? What are the status and the role of professors? What is the role of teaching? Is good teaching rewarded? What are teaching styles and learning outcomes?

My hypothesis is that higher education has universal value but that it is seen as serving different primary purposes in different societies; likewise, the concept of "good teaching" is less relevant in elite institutions, where education is seen as a

privilege, than in other institutions of higher education.

To collect data that would provide insights into teaching, I interviewed 18 professors from 12 countries. These included at least one senior male professor at an elite institution and some exchange professors from the United States. I selected them through contacts and recommendations and because they spoke english. The 12 countries represented are England, Spain, Yugoslavia, The Soviet Union, Turkey, India, Malaysia, the Philippines, China (PRC), Hong Kong, Taiwan, and Japan. Each professor was interviewed in his university office or another private place for one to two hours. These data were supplemented by written material on the university systems in these and other countries.

Two major cautions are in order. First, the data represent information from only one or two senior professors at elite institutions in each country. Most of the professors interviewed are in the social sciences. Second, many of these countries have both elite institutions, where competition is keen, and "production-oriented" or "universal access" institutions (explained below). Therefore I do not claim that this discussion represents accurately the general attitudes toward teaching, but that it begins to explore the concept cross-culturally, raises some questions, and asks for further investigation.

TYPES OF UNIVERSITY SYSTEMS

This study focuses attention on "elite-oriented universities" but recognizes that these findings do not necessarily represent the rapidly evolving alternative structures in many countries, including "production-oriented" and "universal access" models of higher education (Kerr 1979, pp. 171-182).

Elite systems belong to two main types: those which serve to perpetuate the positions of a small elite in society, generally defined by birth, and those in which talent is recognized by meritocratic competitive examinations. These types are not mutually exclusive. In the first case, university entrance may be largely a matter of birth; this system is typical of some Latin-American institutions and functions for all practical purposes in British systems. China represents a meritocracy, in which only those who score high on examinations are admitted to the elite education system (Kerr 1979, p. 180). Education at elite institutions is characterized by classical curricula and by the teaching of personal codes of conduct. This experience serves to provide elite students with the cultural capital to preserve their favored status in society (Bourdieu and Passeron 1977). Most of these students take their education quite seriously in their preparation to be future leaders of government and industry. Most elite universities have developed independent of state intervention, though this hands-off policy is less true for newer institutions (Kneller 1955).

A handful of elite institutions in the United States has

characteristics similar to world elite institutions; today talent is the prime criterion for selection. In most countries, however, those who have access to elite institutions often have had increased opportunity because of superior secondary education, often at private schools. The cost of elite education at both the secondary and the higher education levels prohibits nonelite persons from competing, except in systems where higher education is funded by the state.

State-controlled systems exert more central control, especially over the ideological content of instruction, and sometimes over the professors' beliefs. In post-1917 Russia, the Communist regime has "vacillated between the wish for strict political control and the need to accommodate to the nature of science and scholarship" (Clark 1983, p. 178). Topdown control in Eastern European countries allots certain numbers of students to each field on the basis of examination results and societal economic needs. These systems generally use competitive examinations, especially for entrance into the most desirable fields. The systems and the studies are functional and practical (Clark 1983, p. 178).

Production-oriented institutions are open to bright young students from many black-grounds. These institutions, such as the University of London, train students in a much broader range of professions than do elite institutions. Land-grant universities in the United States serve a similar purpose.

Universal access systems, often referred to as **open**

enrollment, provide all adults with access. The United States has moved most rapidly toward this policy. Britain, Japan, and other countries have established university education systems to reach a wide range of individuals, with special emphasis on the electronic media to reach remote areas or placebound students. Students in these systems may take university education for granted, knowing that they have a good chance of gaining a university education if they wish. Distinctions between strata of students are less marked than in elite systems (Collins 1979). Teachers feel pressure to "entertain" students, who often place less value on education than do aspiring students in more stratified competitive institutions or systems. I suggest that this situation leads to an increased emphasis on the quality of teaching.

More open systems have been established to train workers to meet the needs of an increasingly industrialized world for skilled labor. Thus in many societies we see old elite institutions next to new institutional models. In Hong Kong the production-oriented university arose to provide more courses in Chinese, in contrast to the traditional elite English-speaking university modeled on a British prototype. Japan likewise has established prefectural universities to serve regional needs. India is developing some universities on the American production-oriented model to supplement its traditional elite British-model universities. These newer universities often are more accountable to the state and to

the taxpayers who establish and support them. Here, market forces may dictate the norms of good teaching.

FINDINGS

The following findings show features of the structure and the goals of university systems which may affect the meaning and the importance of teaching in each system. These findings will provide insights into the concept of teaching around the world.

THE ACADEMIC STRUCTURE OF HIGHER EDUCATION

Elite universities are generally old, established institutions with long histories. Some systems in Third world countries are mixed, depending on the educational background and the preference of the country's leaders. Many newer universities do not try to compete with the traditions and purpose of the older elite, but serve a wider audience.

Two distinctions can be made on the basis of terms and curriculum or program. Terms typically last either a semester or quarter or are year-long. In the British year-long system, also followed in the elite institutions of several other countries such as India and Malaysia, examinations are given at the end of the year, whereas in semester systems examinations are given after each course and often during the course. I suggest that the year-long system may create student-professor interactions and commitments in which students are concerned mainly with obtaining the

information necessary to pass examinations. Close relationships and "entertaining teaching" are regarded as less necessary.

The second factor, curriculum or program, concerns how universities are structured and the units to which students belong. In the United States, the Philippines, and some Indian universities, for instance, students major in a department but also take general education courses, whereas in the Soviet system students are accepted into a faculty in which they specialize from the beginning of their studies. Other systems, such as that in Spain, divide their universities into faculties. This type of organization affects the degree of specialized or generalized education that students receive at the university level as well as their degree of involvement with specialized programs and faculty members.

THE PURPOSE OF SYSTEMS OF HIGHER EDUCATION

Educational systems around the world have the common function--the selection and allocation function--of preparing individuals to carry out key roles in society. The difference lies in who receives education and how students are trained. I suggest that the major purpose of higher education influences the concept of teaching. Some societies regard the purposes of universities as training the next generation of leaders to serve the state's economic needs and development and transmitting technologically exploitable knowledge (Habermas 1984, pp. 1-2,4). In the Society Union, for instance, opportunities are measured by how students

score on examinations both the entrance into the university and throughout their university careers. Some universities even give an exit examination which places students in competition in the job market.

In most countries a university education brings a secure job and elite status. Competition for the few highly coveted spaces is keen. For some students a university education is a stepping stone to higher status; thus the content often is not as important as the fact of being there. Japanese students, for example, are slaves to their books throughout junior and senior high school, but once their higher educational status is determined, they can relax, knowing that their future is secured.

In state-controlled economic systems such as the Soviet model (Clark 1983, p. 228) followed in the Soviet Union, Yugoslavia, and the People's Republic of China, education is seen as an investment in job training and even as manipulation of human capital. It also is a means of developing political loyalty among the elite. Education is the means to improve the population's level of skill and education; wherever the state needs human resources, it trains and places individuals to fill the positions. Thus in some systems, such as the Soviet Union, most students receive technical and specialized education, not general education. An interview with university students in Moscow revealed that their examination scores throughout their university careers have a major influence on their stipends, living quarters, privileges, and future placements.

While training specialists has been the tradition in the People's Republic of China, the government ministry now is concerned that China needs more generalists instead of more technocrats; therefore some universities are beginning to offer a wide variety of courses, deviating from other Communist models.

Finally, universities in some countries are seen as providing opportunities for certain groups to advance. Malaysia is a case in point; at the National University, quotas allot most of the spaces to Malay students.

Where selection is competitive, where it is a privilege to be selected, where students are accustomed to hard work, and where emphasis is placed on preparing elites or training students to meet state needs, "good teaching" seems to take a back seat to the students' responsibility for acquiring knowledge and meeting societal needs.

THE ROLE OF PROFESSORS IN UNIVERSITIES

In general, professors are highly respected for their scholarly work in a particular area. In many societies they have great prestige and power and are leaders in the community; they even run for political office, as in Spain and the Philippines. Rewards and recognition lie in research work, not in teaching. In most countries it is expected that professors will continue to practice some scholarship, but little can be done if they do not. Most professors teach one or two courses a term, and many are available to students only on a very limited basis. Some

professors even regard students as interfering with their research and publishing. One professor in a European country pointed out that time spent with students was lost research time and money, and he couldn't afford that.

Where professors have high prestige but are not paid well, they may have other commitments such as second jobs and consulting work. Universities in Spain and other Mediterranean countries follow this model (Clark 1983, p. 228). Outside work takes time from teaching and students, but brings monetary compensation and prestige. Underlings--graduate assistants and lower-ranked academics--handle the contacts with students and the committee work; they have heavier teaching loads and less time for their own research. Some graduate students and lower-ranked instructors are fortunate enough to be chosen as professors' proteges and develop a reputation by working with a major professor.

Collegiality among faculty members of different ranks varies greatly across systems; in most systems, profesnors are the undisputed power holders. Political favoritism is charged in some countries, such as the Philippines, and has an influence on who holds the top professoria positions. Other systems profess egalitarianism in decision making and come closer to this model than do extremely hierarchical, elite systems. My limited findings suggest that more egalitarianism in higher educational s y s t e m s seems to correlate with greater concern about students and teaching.

THE ROLE OF TEACHING

The United States is unique in its concern about teaching quality. Although some universities in other countries, patterned after the American open enrollment model, provide incentives for faculty members to be good teachers and to interact with students, my limited survey suggests that the major elite universities around the world give little formal reward and show little concern for good teaching. Whatever concern exists stems from professors who care about their presentation of material and about their students and gain personal satisfaction from being good teachers. Younger faculty members may be closer to students' concerns. This is not to say that professors develop no relationships with students; promising young scholars can advance the reputation of professors and may be groomed for just such a role.

In most systems in which entrance to the university is highly competitive, the attitude is that being at the university to study is a privilege; learning is the students' responsibility, and they should be happy to be present among the great minds.

"THE CONCEPT OF "GOOD TEACHING"

Beside blank stares, the most frequent responses to "What is good teaching?" are "eloquent, well-organized lecturing," "personality," and "preparing students with important material which will be on exams." The "students are privileged to be here" attitude hardly paves the way for professorial accountability in teaching. Yet as protests in Spain, Yugoslavia, Japan, Korea,

China, and other countries demonstrate, there is growing discontent with this lack of accountability, and the world's universities may be undergoing change (Burns 1971, p.2).

A description of the Japanese classroom illustrates this situation. Professors are described as having a paternalistic attitude and as taking pride in training their students and following them through careers. Professors often develop close relationships with a few of their best students. Even so, the average class starts late and entails no outside assignments. Communication is one-way, no questions are asked, and students sleep in class (Zeugner 1984).

Relationships with students vary greatly across types of systems. In Spain there is generally little contact between professors and undergraduates, whereas in China the student-faculty ratio often is very low; students and faculty members live together, work in the same field, and often have close relationships. In universal access systems, liberal arts faculty members in particular are available to students and generally attempt to make the classroom a positive learning experience. In fact, sometimes this is considered their major role. In all systems, graduate students have more direct and more personal contact with professors than do undergraduates.

In general, learning at elite institutions is regarded as a privilege granted only to the best students and provided by renowned professors. It is the students' responsibility to obtain the information.

INCENTIVES AND REWARDS FOR GOOD TEACHING

Because teaching is a low-priority activity, few external rewards for good teaching exist in most elite university systems, though occasionally the professor's chair or institutional unit gives special recognition. Research and publishing are the pursuits that make one a noted professor, though promotion may be delayed if a professor's students complain frequently or do poorly on examinations, as was noted by Yugoslavian and Malaysian professors. Individual professors may enjoy the reputation and the compliments derived from fine lecturing, and some may obtain personal satisfaction from being popular with students, but such rewards are not often a part of the formal incentive structure.

TEACHING STYLES AND INTERACTION BETWEEN PROFESSOR AND STUDENTS

Lecturing is universally the most common form of teaching, and in some places is virtually the only form. The styles include heavy reliance on formal, usually large lecture classes and little interaction with professors (typical in spain, China, and many other countries), combinations of lectures and seminars for more advanced subjects and higher-level students (Malaysia, Yugoslavia), small sections conducted by research assistants in conjunction with large lectures by professors (Soviet Union), and small lecture classes (England and the Philippines).

Student-professor interaction in research, projects, seminars, and tutorials is common at the graduate level; at the undergraduate level, however, there is much variation among university systems

and among individual faculty members. In some countries students lament and even protest the unavailability of senior faculty members.

LEARNING AND EVALUATION

Memorization, recitation, and regurgitation are the key elements of the learning experience for most university students around the world. Emphasis often is placed on descriptive material, with little critical thinking built in. Except for a few practical courses or field trips, preparing for examinations is stressed. In Communist state-controlled systems, ideology often is a formal part of the curriculum as well.

Examinations are given at the end of the courses, school years, or college programs, and sometimes on all three occasions. Occasionally papers are required. In few systems do undergraduate students' creative efforts count toward their degree.

FACULTY DEVELOPMENT

This term usually refers to advanced training in a specific field, attending conferences or seminars, and travel abroad as visiting professors, but almost never for the express goal of improving classroom teaching. In Malaysia, to give one example, some concern has arisen about the quality of teaching, but attempts to institute change have met with strong resistance from faculty members. The British system of peer surveillance comes closest to

evaluating teaching effectiveness; students' examinations are graded by impartial external evaluators.

IN SUMMARY

According to the preliminary findings of this study, higher education has universal value, but teaching receives low priority in elite institutions around the world, where the norm suggests that students are privileged to attend. Universities with more open access, however, try to attract a broad range of students to higher education and attach increased importance to the quality of teaching to meet these goals. Future research should consider in greater detail the elements that affect education: the structure and the purpose of institutions, the role of professors, the concept of teaching, and incentives for good teaching, to name a few.

Until it is in the interest of elite institutions and their faculty members to stress good teaching, the situation is unlikely to change. Even so, increased pressure in the form of protests against these privileged institutions is making inroads into tradition, forcing a reconsideration of many aspects of elite higher education.

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Part II

by Edith W. King, University of Denver

I had the opportunity to be in the audience at a session of the American Sociological Association's Sociology of Education Section when Jeanne Ballantine first presented the results of her innovative and exciting investigations on the concept of "good teaching" in various nations around the world. Listening to Jeanne describe how she met with faculty members in many nations including Spain, England, China, Hong Kong, Malaysia, Japan, was fascinating. I had such options in the past several years when visiting some of these very countries, so why hadn't I thought of interviewing my international colleagues on this subject? Especially, when Jeanne emphasized the fact that if higher education most certainly has universal value, then why does the quality of teaching that goes on in higher education have such low priority among our international colleagues,-- why hadn't this occurred to me, a faculty member in a school of education?

I was determined that the next time I had the opportunity to travel abroad from the United States, I would seek out situations and contact colleagues to interview them about opinions on the concept of "good teaching" in their university or college. I was fortunate in being able to obtain an unpublished draft of Jeanne Ballantine's research, with detailed descriptions of the interviews and the questions posed to the academics who formed the sample in

her investigation. During the 1988 - 1989 academic year I found myself in the position of being able to interview colleagues in Kuwait, Singapore, Malaysia, Hong Kong and England. With this material in hand I continued the crosscultural studies of the concept of "good teaching" in universities around the world.

The discussion that follows details some further commentary on the questions that Ballantine posed about the concept of "good teaching" at higher education levels. I also asked colleagues their opinions about the role of teaching in higher education; the role and status of professors; the importance of recognition and reward for good teaching; did subject area or discipline have an impact on the quality of teaching; did the type of institution -- elite or mass education effect attitudes toward teaching. Additionally, I began to delve more deeply into the changing role of gender and the status of women in higher education both as students and, more recently, as faculty members.

Views from Pacific Rim Nations on "Good Teaching"

From my interviews with faculty members in Singapore and Malaysia came the reoccurring comments that a new emphasis is arising on quality teaching as well as on quality research in higher education. Faculty felt that the younger academics were better teachers, because they now had been exposed to examples of "good teaching" in their educational careers. Television and video taping of expert teaching provided models and examples for the current generation of university teachers of what constitutes

effectiveness in teaching and learning. At this elite higher education institution, differences in the disciplines definitely affect the role of the professor and the importance of good teaching. In fields that require applied or practical work situation and demonstrations, such as medicine, teaching and law, there appears to be a concern with teaching methods, in the opinion of Pacific Rim nations' faculty. Whereas in business methods, accounting and finance classes there is little interest in the concept of "good teaching, " because it is harder to draw from practical examples, case studies and direction applications to the field.

Another factor impacting the conditions of teaching in higher education institutions in this part of the world relates to class sizes and the press for higher education in developing nations. My colleagues noted that in countries attempting to promote mass education, large classes of up to 500 students crowd into lecture halls designed for no more than 300 people trying to gain an education. Under these conditions the concept of good teaching usually is eschewed. It was emphasized that this was more characteristic of Indonesia and India than Singapore and Malaysia, however. These observations concur with Ballantine's findings about the purposes of higher education, the economic and political conditions in a nation and the concept of "good teaching."

Ballantine states that the United States is unique in its concerns about the quality of teaching. She mentions the influence of the American models and practices on those international

academics who have taken much of their training and education in American universities. My investigations confirm these assertions. For example, in an article titled " Trends and Issues in Improving University Teaching" (Higher Eduction Research and Development, Vol 7, No. 1, 1988,) Chen Ai Yen of the Institute of Education, Singapore, writes:

> In view of the phenomenal knowledge explosion and the increase in student admissions to tertiary educational institutions, much effort and attention have been directed towards ensuring effective teaching. Over the years, this concern has remained but different methods of teaching improvement have been tried out and alternative practices have been adopted by various universities. In Singapore, more concerted efforts were made in improving teaching on a university-wide basis since 1981. (Chen Ai Yen, p. 49)

Other academics, as well as Chen Ai Yen, whom I interviewed during my follow-up studies on the concept of good teaching had received their higher education training and doctoral degrees at universities in the United States and Britain. They re-affirmed the deep influences of Western models on their concepts of teaching methods. (Gopinathan, 1989)

When focussing on the status of professors, the issue of gender differences was raised. Traditionally in higher education in the ASEAN nations, males overwhelmingly populated the faculty,

as well as the student body. But in the past decade, as national service in countries such as Singapore, depleted the ranks of men from higher education,and more spacesa and new incentives have arisen, women have been entering the university in growing numbers. In some disciplines such as teaching, women now comprise the majority of both students and faculty. However, women in university administration are rare. This is a phenomenon that both men and women faculty are aware of and are watching carefully. It may be too precipitous to make pronouncements about the impact and effect of changing gender status on the roles of faculty in the Pacific Rim, but possibilities for important new research is certainly there.

Although I tried to interview faculty in China (the PRC) and Hong Kong during June of 1989, the tremendous turmoil and tension of the Beijing Massacres made such investigations impossible. I believe it will be difficult to predict the future course of higher education in both China and Hong Kong in the coming decade. Whether Hong Kong will be able to continue in its directions of democratic governance when it becomes part of China in 1997 is greatly to be questioned. This certainly will effect the universities and the role and status of faculty. The results of the Beijing Massacres have already been brutally demonstrated in China, itself.

Views From the Arabic Gulf States on "Good Teaching"

My interviews with faculty in the Arabic Gulf States, again,

revealed deep American influences due to faculty members' education and graduate degrees from American universities. It is to be noted that the Arabic Gulf States organized into a confederation in 1981. The states of the Gulf Cooperative Council, or GCC, include: Kuwait, Saudi Arabia, Bahrain, United Arab Emirates, Oman and Quatar. These six nation states have joined together to promote coordination and integration of economic, financial, commercial, educational, cultural, social, health, legislative and administrative functions of the member governments. I was able to interview faculty from both Kuwait and Saudi Arabia.

However, faculty from my sample had all received their graduate degrees from the U.S. institutions, and all were involved in teacher education. This would account for their strong emphasis on American models of what constituted "good teaching" practice and their concerted efforts to improve the quality of teaching at university levels particularly in the College of Education, as well as in the schools of their nations. The individuals I interviewed, both men and women, emphasized the importance of instituting a "credit-hour" system in the curriculum with which they had become familiar during their own educational experiences in the U.S. They wanted to move away from the traditional Arabic year-long, examine-ridden system that led to "educational wastage" in the Arabic Gulf States. Arabic educators emphasized the importance of skilled counselors and individual student choices in the credit-hour system. They also realized it was a much more individualized system that called for well trained, informed and committed

instructors. Further, it was a far more expensive educational system to deliver than the traditional system that forced out many students by examination failures, as well as fewer classes from which to choose.

An interesting phenomenon in relation to gender is developing in Kuwait, specifically, but could characterize the other Arabic Gulf States in the near future. As education has become open to women in these Muslim nations, more and more girls have been enrolled in the schools, have remained in school through to graduation, and have applied for places at the universities. In another research project on the status of the credit-hour curriculum in girls secondary schools, King and Al-Musalam found that the enrollment in secondary schools in Kuwait during 1986/87 was composed of 65% girls and only 35% boys. This in turn has effected the applications for Kuwait University, where I was informed that so many women applied for the places available that in order to maintain a balance between men and women, much higher eligibility standards have been set for women than for men. Here, again, as in the Pacific Rim nations, we find a growing discrepancy between the available pool of men versus women going into higher education. This could impact the future population of university faculty, when there will be many more women than men trained and eligible for faculty positions in various disciplines.

From these interviews I ascertained that professors, both men and women, have high prestige, have been well paid, and are deeply committed to the concept of "good teaching." They seem to be hard

pressed to the point of feeling overworked, but firmly dedicated to their discipline, teacher education, and its importance in the future of their nation.

Some European Views

In contrast, when interviewing faculty members of British higher education establishments I found the men despondent, disaffected and thoroughly discouraged with the conditions of higher education in their country; while women academics voiced some degree of optimism for their future careers. From the responses I received in Britain a decided gender difference was apparent. The male academics I spoke with had opted for early retirements or planned to resign rather than remain in an educational system that tramples on all that they believe makes up quality education, constitutes "good teaching" practice, provides them with dignity and recognition of their scholarship. This is a sad commentary on a nation whose philosophy, methods and practice were exported to the far corners of the globe during the last century and the beginning of this one.

Discussions with informants from other European nations, such as the Netherlands, only reconfirmed my suspicions of the "fall from grace" of English education; its teaching methods, its eminence as the model of the highest quality and most sought-after techniques for emulation. However, informants from the Pacific Rim nations and the Arabic Gulf nations still refer to the British (Western) traditions of scholarship and higher education as the

epitome of university training. There remains lingering suspicions that American methods and techniques leave some rigor and higher standards to be desired with so many options in an open educational atmosphere. It is yet to be seen how long it will take for disillusionment in the "British system" to arrive in these areas of the world, as it has on the Continent.

In Summary

My follow-up of the research that Jeanne Ballantine designed on the concept of "good teaching" in higher education around the world has confirmed her assessments of the impact of the political and social implications of a state's purpose for higher education; the role of professors in the university; and how teaching is viewed. The concept of good teaching IS recognized in growing numbers of universities around the world. There are incentives for effective teaching in states such as Singapore and Malaysia. Perhaps if there are not sufficient material or monetary rewards, academics seem to feel there are those less tangible rewards from student responses and personal satisfaction.

Since the concept of "good teaching" has always been of central interest in colleges of teacher education, it seems paradoxical that so little interest and consideration should be displayed in this regard in the other disciplines. Ballantine's study leads the way for more investigations that should delve in greater detail and more depth into the elements which affect the quality of teaching in universities around the globe.

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